



## Spaulding Elementary

204 E. Pearl Street  
Lamar, SC 29069

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	260 Students	
<b>Principal</b>	Vernisa Bodison	843-326-7665
<b>Superintendent</b>	Dr. Rainey H. Knight	843-398-5200
<b>Board Chair</b>	Connell Delaine	843-332-2852

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	Good
2005	At-Risk	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

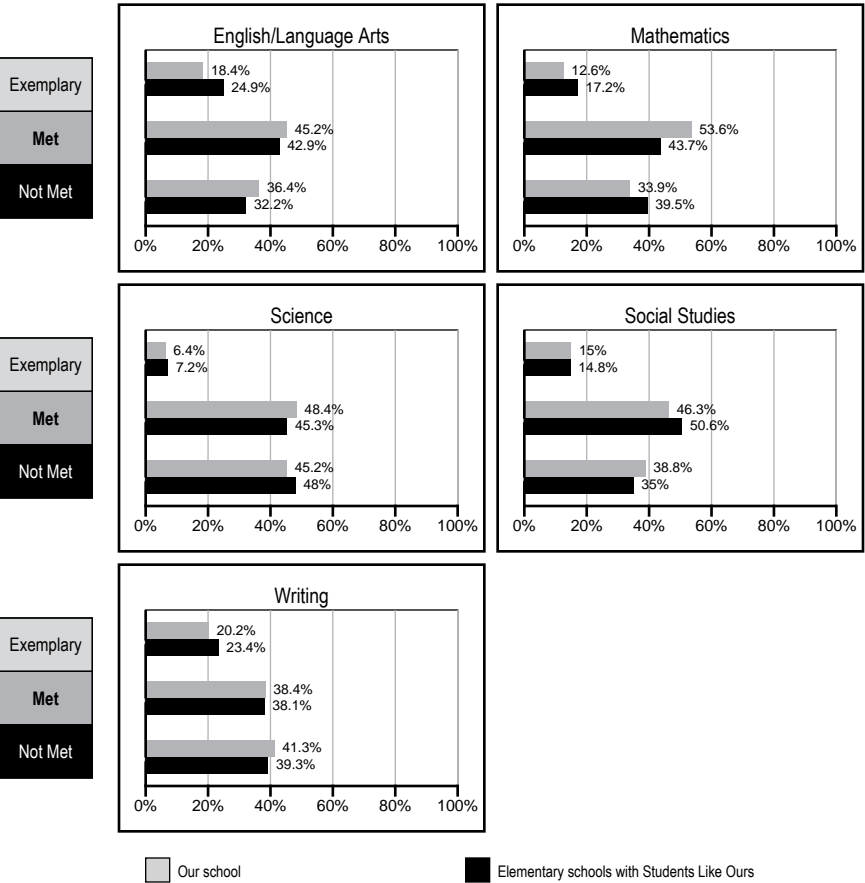
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	4	87	49	15

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=260)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.0%	Up from 0.4%	2.4%	1.9%
Attendance rate	95.6%	Down from 96.0%	96.1%	96.3%
Eligible for gifted and talented	5.8%	Down from 6.3%	5.3%	10.0%
With disabilities other than speech	7.4%	Down from 11.5%	8.4%	7.7%
Older than usual for grade	0.8%	Up from 0.4%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.3%	0.0%	0.0%
<b>Teachers (n=16)</b>				
Teachers with advanced degrees	37.5%	Up from 31.6%	57.1%	59.4%
Continuing contract teachers	87.5%	Up from 52.6%	73.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	67.4%	Up from 65.1%	83.9%	85.9%
Teacher attendance rate	96.3%	Up from 95.6%	95.2%	95.1%
Average teacher salary*	\$43,002	Up 7.5%	\$45,762	\$47,149
Professional development days/teacher	18.2 days	Down from 20.2 days	11.0 days	11.1 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 20.5 to 1	17.4 to 1	18.8 to 1
Prime instructional time	89.1%	Up from 88.6%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.9%	Up from 94.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,799	Down 9.0%	\$8,175	\$7,458
Percent of expenditures for instruction**	66.4%	Down from 67.3%	68.5%	68.8%
Percent of expenditures for teacher salaries**	61.1%	Down from 61.2%	62.4%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

The 2008-2009 was a great school year for Spaulding Elementary, a Title I and Teacher Advancement Program (TAP) School. Two hundred, fifty-two 3-5 grade students attended Spaulding, along with thirty employees, supporting our school-wide theme, "We're Wild About Learning."

Throughout the school year, teachers participated in professional development that focused on several research-based reading and writing strategies. Books such as *Strategies That Work* and *Mosaic of Thought* were used to assist teachers with ways to enhance reading and writing instruction. Teachers also participated in Math, Science, and Social Studies staff development.

Our PTO sponsored events, such as the Master and Little Miss Spaulding Elementary Contest, talent celebrations, a spring dance, and a Friday Fun Store. Title I Family Nights were held to inform parents about the curriculum and important school events. Community members and parents were invited to attend our Volunteer Breakfast, Ministers' Luncheon, Family Reading Night, and our Dedicated Dads and Motivated Moms programs.

Over sixty students participated in the after-school program in March, April, and May. Students also participated in "SuccessMaker Saturday" sessions. A Spaulding student won a state citizenship award, while another student won the STAND award for taking a responsible stand against drugs.

Spaulding Elementary will continue to be "Wild About Learning"!

Vernisa Y. Bodison, Principal  
Monica Byrd, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	20	72	41
Percent satisfied with learning environment	100.0%	83.3%	87.2%
Percent satisfied with social and physical environment	95.0%	82.9%	77.5%
Percent satisfied with school-home relations	90.0%	80.6%	87.8%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	252	100	36.4	45.2	18.4	80.8	76.8	82.8	Yes	Yes
<b>Gender</b>										
Male	130	100	37.7	42.6	19.7	82.8	74.1	79.3	N/A	N/A
Female	122	100	35	47.9	17.1	78.6	79.6	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	75	100	15.7	50	34.3	92.9	86.7	89.5	Yes	Yes
African American	173	100	46.1	41.8	12.1	75.2	70.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	72.7	18.2	9.1	40.9	48.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	215	100	38	44.4	17.6	80.5	71.8	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	252	100	33.9	53.6	12.6	78.2	74.6	78.9	Yes	Yes
<b>Gender</b>										
Male	130	100	30.3	54.9	14.8	77.9	74	77	N/A	N/A
Female	122	100	37.6	52.1	10.3	78.6	75.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	75	100	24.3	58.6	17.1	88.6	84.6	87.2	Yes	Yes
African American	173	100	38.8	51.5	9.7	73.3	67.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	81	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	54.5	40.9	4.5	63.6	44.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	82.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	215	100	35.1	54.1	10.7	77.6	69.1	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	166	100	45.2	48.4	6.4	54.8	61.7	67.5
<b>Gender</b>								
Male	78	100	40.3	54.2	5.6	59.7	62	67
Female	88	100	49.4	43.5	7.1	50.6	61.4	68
<b>Racial/Ethnic Group</b>								
White	50	100	23.9	65.2	10.9	76.1	78.5	79.5
African American	113	100	55.6	40.7	3.7	44.4	50.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	16	100	66.7	26.7	6.7	33.3	36.7	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	59	59.6
<b>Socio-Economic Status</b>								
Subsided meals	141	100	50	44	6	50	53.4	55.1

**Social Studies**

All Students	166	100	38.8	46.3	15	61.3	67.2	72.3
<b>Gender</b>								
Male	87	100	32.5	44.6	22.9	67.5	67.1	71.5
Female	79	100	45.5	48.1	6.5	54.5	67.4	73.2
<b>Racial/Ethnic Group</b>								
White	46	100	22.7	50	27.3	77.3	78.8	80.7
African American	118	100	44.7	44.7	10.5	55.3	59.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	13	100	61.5	23.1	15.4	38.5	44.3	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	74.2	67.9
<b>Socio-Economic Status</b>								
Subsided meals	139	100	41	44.8	14.2	59	61.2	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	253	100	41.3	38.4	20.2	58.7	60	70.2	95.6	95.8
<b>Gender</b>										
Male	132	100	42.4	32	25.6	57.6	52.8	63.2	95.7	95.5
Female	121	100	40.2	45.3	14.5	59.8	67.5	77.5	95.6	96
<b>Racial/Ethnic Group</b>										
White	75	100	31.9	43.1	25	68.1	72.3	79.1	94.3	95.3
African American	174	100	45.2	37.3	17.5	54.8	51.3	57.6	96.1	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	86.2	N/A	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	60.3	62.6	99.2	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	90.8
<b>Disability Status</b>										
Disabled	22	100	71.4	23.8	4.8	28.6	19.1	26.1	94.8	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	59.6	61.2	99.2	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	217	100	43.3	38	18.8	56.7	52.6	58.9	95.5	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	93	100	34.1	37.4	28.6	65.9
	4	80	100	42.3	44.9	12.8	57.7
	5	79	100	32.9	55.7	11.4	67.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	93	100	34.1	49.5	16.5	65.9
	4	80	100	30.8	57.7	11.5	69.2
	5	79	100	37.1	54.3	8.6	62.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	47	100	52.2	43.5	4.3	47.8
	4	80	100	42.3	50	7.7	57.7
	5	39	100	42.4	51.5	6.1	57.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	46	100	31.1	42.2	26.7	68.9
	4	80	100	35.9	57.7	6.4	64.1
	5	40	100	54.1	27	18.9	45.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	95	100	40.9	31.2	28	59.1
	4	80	100	34.6	53.8	11.5	65.4
	5	78	100	49.3	31	19.7	50.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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